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ABSTRACT

This student workbook contains exercises to be used in career guidance classes. The exercises are designed to help the students understand the Career Clarification Program, think about themselves in relationship to careers, and practice decision-making skills. An instructor's guide (CE 023 587), which accompanies the student workbook, provides suggestions for the sequence and use of these exercises. These exercises are intended to serve as the student's journal throughout the program. (BM)

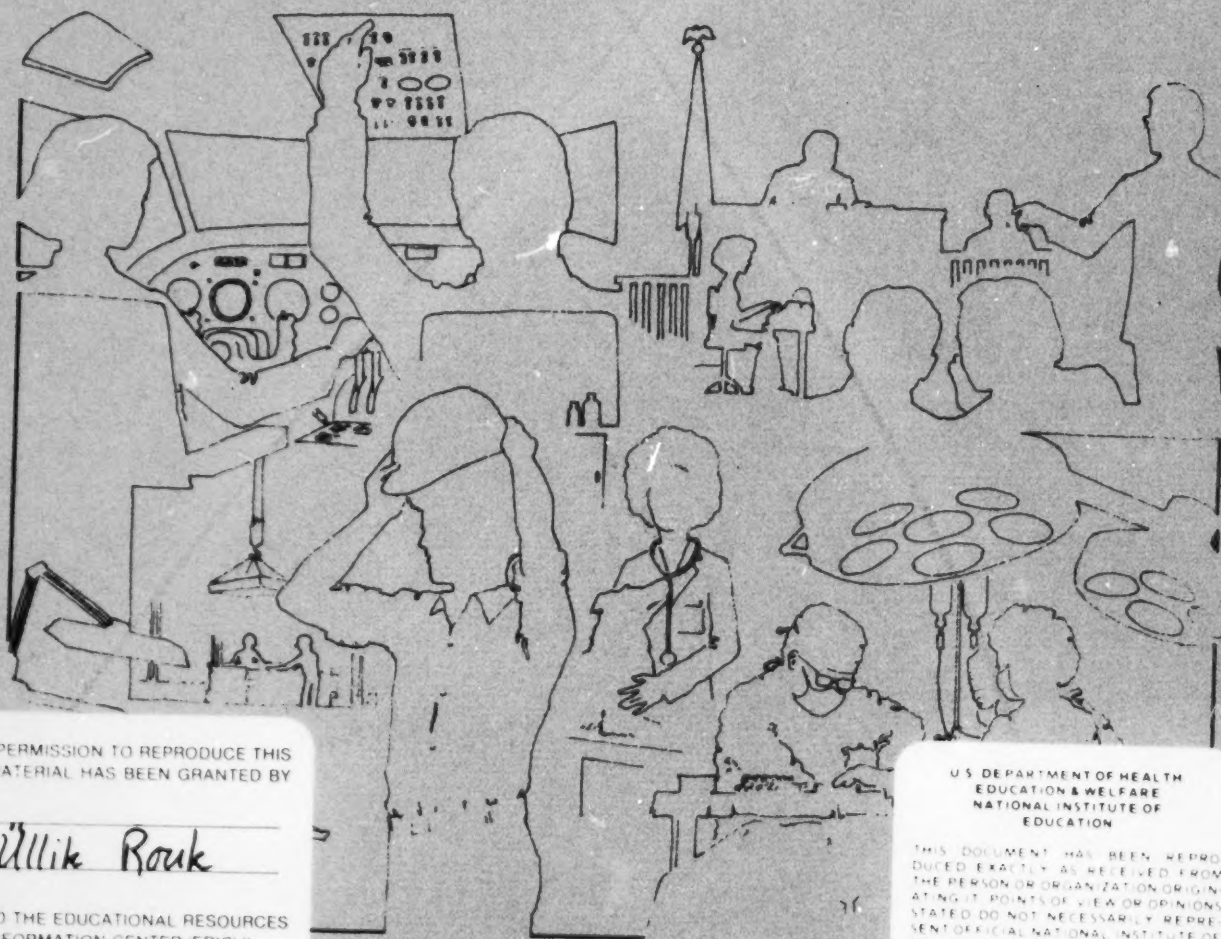
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CE 023 588

CAREER CLARIFICATION PROGRAM:

A PROBLEM-SOLVING APPROACH



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Student's Edition



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EXPERIENCE
BASED
CAREER
EDUCATION

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TO THE STUDENT

In your career education program you will explore many careers, some will interest you more than others. These exercises will be used in Career Guidance classes. They have been designed to help you understand the program, think about yourself in relationship to the careers you explore, and teach you skills which will help you make decisions about the direction you want your life to take in the future. Your instructor will determine which exercises to use and in what order. You will be asked to keep all of your completed exercises in a three ring looseleaf binder. These materials will be referred to as your "journal" and will become an important part of your career education experiences.

ORIENTATION TIPS

1. Who is involved in this program?
 - a. Academic staff
 - b. Career Guidance staff
 - c. Career Development staff
 - d. People from business and other organizations in the community
2. What are you going to do as a member of this program?
 - a. Visit offices and working sites of many kinds
 - b. Participate in Career Guidance sessions
 - c. Use the Academic Resource Center
3. Where is this program located?
 - a. On-the-job sites
 - b. Career Guidance in room ____
 - c. Career Guidance staff in room ____
 - d. Academic Resource Center in room ____
 - e. Academic Resource staff in room ____
4. When will the various parts of the program be held?
 - a. On-the-job experiences: one school day per week
 - b. Career Guidance sessions: twice a week on _____
 - c. Academic Resource Center: _____
5. Why are you here?
 - a. To learn from direct experience what the world of work is
 - b. To observe and participate in a variety of real-job activities
 - c. To learn how to make your own career decisions
 - d. To learn how to go about finding a job and moving up the career ladder
 - e. To use your interests and experiences as learning tools and methods

}	Career Development
}	Career Guidance

Name _____ Date _____

QUESTIONS AND ANSWERS

Read each question. Ask yourself whether the answer is Yes (Y), Usually (U), Sometimes (S), or No (N). Make a check mark in the proper column.

	Y	U	S	N	
1.	—	—	—	—	Am I serious enough to hold a job?
2.	—	—	—	—	Am I trustworthy?
3.	—	—	—	—	Am I a good listener?
4.	—	—	—	—	Am I able to get along with others?
5.	—	—	—	—	Am I punctual (on time)?
6.	—	—	—	—	Do I get to my present job (school or work) every day?
7.	—	—	—	—	Do I complete assignments on time?
8.	—	—	—	—	Am I usually cheerful?
9.	—	—	—	—	Am I willing to do more than my share?
10.	—	—	—	—	Am I willing to take advice?
11.	—	—	—	—	Am I able to follow directions?
12.	—	—	—	—	Am I willing to help others?
13.	—	—	—	—	Can I take criticism?
14.	—	—	—	—	Can I take responsibility?
15.	—	—	—	—	If I owned a business, would I be willing to hire a person like me?
16.	—	—	—	—	Am I willing to keep on learning?
17.	—	—	—	—	Am I willing to give up some personal pleasure in order to improve myself for my job?

QUESTIONS AND ANSWERS, continued

- | | Y | U | S | N | |
|-----|---|---|---|---|--|
| 18. | — | — | — | — | Am I willing to start with a low-paying job and work hard to learn skills which will help me get and keep a better-paying job? |
| 19. | — | — | — | — | Do I have respect for people, no matter what kind of job they have? |
| 20. | — | — | — | — | Do I really believe that ALL jobs are really important? |
| 21. | — | — | — | — | Do I really want to work? |

Total the number of times you checked each response and enter the number in the appropriate box:

- ☐ YES
- ☐ USUALLY
- ☐ SOMETIMES
- ☐ NO

If you had more "Sometimes" and "No" than other responses, you had better check your response to Question 15.

S T O P !

Which areas are you going to try to improve while participating in the Career Education Program?

SELF-APPRAISAL INVENTORY

YOU ARE BEING ASKED TO APPRAISE YOURSELF AGAIN! Answer the following questions as completely as you can. The data you compile will be part of your student journal and help in your career decisions.

No matter what type of job you seek, your inventory will be a basic tool in your search. The inventory will contain the information you need to present your qualifications at an interview and be your source for the facts, dates, and other information you will give an employer. If you have never held a job, refer to your work at school as your employment experience.

To prepare your inventory, follow the outline. Use a separate sheet of paper.

1. Work history.

List all of your jobs, including part-time and summer. For each job, give the name and address of your employer, your job title, the details of your duties, and the dates you were employed. Then ask yourself:

What did I like about each job? Why?
What did I dislike about each job? Why?
Why did I leave?

2. Skill's and abilities. Ask yourself:

What personal qualities do I have that make me good at certain work?

Think back over your experience at work and in school and volunteer activities. Try to be honest with yourself. What are your strong points? Examples might be: initiative, imagination, leadership, ability to organize, willingness to follow orders, interest in details, or ability to work with people.

What did I learn in a past job that I can use in another position? (For example, operation of a machine or office equipment, or blueprint reading.)

SELF-APPRAISAL INVENTORY, continued

3. Education.

List the schools you have attended, the dates, and the principal courses you took. Then ask yourself:

What courses or training did I like best and why?
What courses or training did I dislike and why?

Now list your scholarships or honors and your extracurricular activities.

Your activities may be a significant part of your job qualifications (for example, work on the school newspaper). Even if they are not directly related to a job, activities may help you decide what your best talents and interests are. (For example, do you enjoy sports, recreation, and outdoor activities? Did you excel on the debate team? Are you good at organizing a group to do a job?)

4. Interests, talents, and aptitudes. Ask yourself:

What are my hobbies or volunteer activities?
What are my special talents or aptitudes? For example, can I fix a car? play a musical instrument? speak another language besides English?
Am I good at drawing or painting?
What do I learn most easily?
How can I relate my talents and interests to a job?

5. Physical condition. Ask yourself:

Does my physical condition limit me in any way?

6. Career goal. Ask yourself:

What kind of work do I want to be doing five or ten years from now?
What sort of job should I seek now in order to prepare for my goal?

SELF-APPRAISAL INVENTORY, continued

7. Jobs I want.

Considering all the information in your inventory, list the types of jobs you feel you are best qualified for and want. List them in order of your preference.

GROUP GUIDANCE GROUND RULES

Problem:

What kinds of behaviors (students, staff, community participants) will help or hinder the career guidance group in accomplishing its objectives? List these behaviors in the space provided below:

BEHAVIORS THAT HELP

BEHAVIORS THAT HINDER

GROUP GUIDANCE GROUND RULES, continued

List all the rules and regulations which you believe will contribute the most to a good learning experience:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name _____ Date _____

GOAL SETTING

1. What is (are) your career goal(s) right now?
2. What jobs might you hold as a part of that career?
3. Where are some places where you would expect to find these jobs?
4. What are the main reasons why you have chosen this career goal for yourself?
5. Do you foresee any conflict or changes in yourself that might prevent you from achieving your goal? If so, what might you do about them?

Name _____ Date _____

USING THE SELF-DIRECTED SEARCH

Directions:

You completed the Self-Directed Search during orientation and your group leader has shown you how to match the code number derived from this questionnaire with the occupational titles in the Occupational Outlook Handbook. List below those occupations which interested you most:

By using the job index of the Career Exploration Catalog, try to locate resource sites and clusters that make available for study the occupations in which you are interested.

	<u>Occupation</u>	<u>Resource Site</u>	<u>Cluster</u>
1.	_____	_____	_____
		_____	_____
		_____	_____
2.	_____	_____	_____
		_____	_____
		_____	_____
3.	_____	_____	_____
		_____	_____
		_____	_____

USING THE SELF-DIRECTED SEARCH, continued

Write below the clusters that appear on your list.

Review all the resource sites that comprise the above cluster(s) and list the clusters that interest you most.

Name _____ Date _____

USING THE CAREER EXPLORATION CATALOG

You have been involved in a number of activities at community sites. Some you liked; others appealed to you less. You have seen people interacting with other people (Who), doing a variety of tasks (What), in many different settings (Where), working different hours (When), for a number of different reasons (Why). You have examined these observations and summarized your likes and dislikes. It is time to select a new cluster to explore.

Directions:

This exercise involves the use of the Career Exploration Catalog. This resource guide describes activities that you can expect to be involved in at each of the resource sites. Look over these descriptions and write down two resource sites that appeal to you and two resource sites that do not appeal to you. Remember the likes and dislikes that you summarized in the first exercise.

I like: 1. _____ and 2. _____,
because _____

_____.

I dislike: 1. _____ and 2. _____,
because _____

_____.

USING THE CAREER EXPLORATION CATALOG, continued

In which clusters are the resource sites that appeal to you?

1. _____ 2. _____

In which clusters are the resource sites that do not appeal to you?

1. _____ 2. _____

Can you see any advantage to career decision-making in selecting a cluster that includes resource sites that do not particularly appeal to you?

Name _____ Date _____

CHOOSING A FIRST CLUSTER

You have now examined clusters on the basis of (1) your current career and job goals, and (2) the Self-Directed Search.

List the clusters you want to explore based on your current career and job goals (use your responses to the "Goal Setting" exercise).

Now, list the clusters that interested you most as revealed by the Self-Directed Search.

Do any of the clusters appear on both lists? If they do, list them and go on to the next step. (If none of the clusters appear on both lists, see your guidance instructor.)

CHOOSING A FIRST CLUSTER, continued

From this list, choose the cluster that you want to explore next and give your reasons for choosing it.

Cluster _____

Reasons for choosing the cluster:

Name _____

Date _____

CHOOSING A CLUSTER

You have now examined clusters on the basis of (1) your likes and dislikes, and (2) the Self-Directed Search.

List the clusters you want to explore based on your likes and dislikes (use your responses to the "Using the Career Exploration Catalog" exercise). Remember, you might want to choose a cluster that does not appeal to you.

Now, list the clusters that interested you most as revealed by the Self-Directed Search.

Do any of the clusters appear on both lists? If they do, list them and go on to the next step. (If none of the clusters appear on both lists, see your guidance instructor.)

CHOOSING A CLUSTER, continued

From this list, choose the cluster that you want to explore next and give your reasons for choosing it.

Cluster _____

Reasons for choosing the cluster:

5W INFORMATION CHART FOR RESOURCE SITES

WHO Name of organization
 Name of resource site coordinator
 Name of Career Development staff person

WHAT List of major activities
 List of major jobs to be seen

WHERE Address of site
 Directions for getting to site

WHEN Hours for attendance
 Dates to be visited

WHY Major objectives of site program

JOB ANALYSIS

In journalism classes, students are often taught to ask five specific questions in order to get the facts to construct a complete news story. These questions--who, what, when, where, and why--are referred to as the five W's. You can use this strategy to collect information about the jobs that you explore in the Career Exploration program. The five W's can be used to obtain information about:

- WHO - the level of education and/or the special abilities and aptitudes required to do the job properly
- WHAT - the types of tasks that people in that job perform
- WHEN - the hours that people in that job spend at work
- WHERE - the type of place in which the job is performed
- WHY - the salary, benefits, and possibilities for promotion that the job provides.

For each job you explore you will be asked to fill out a Job Analysis chart. Sometimes the source of information will be people; other times, it will be written or audio-visual materials. There may be some jobs that you will have to look up someplace on your own (for example, in the Occupational Outlook Handbook) in order to complete the information.

The important thing to remember is that you will be developing a picture of your own likes and dislikes, thus identifying the types of job situations where you could be happy. When you describe why you like or dislike the job, be as specific as possible. Avoid such descriptions as "It was boring" or "It was very exciting."

The most likely source of information will be the resource site coordinator, so you should be prepared to ask questions. If the coordinator cannot answer your question, you may be directed to another person at the site or to reference materials where the answer can be found.

The following pages contain a sample completed Job Analysis chart.

JOB ANALYSIS

NAME Mary Student DATE September 22, 1976
 CLUSTER Finance JOB TITLE Teller
 RESOURCE SITE City Bank and Trust Company

WHO

	SKILL		REASON USED	% TIME USED
	TYPE	LEVEL		
Academic Subjects Used	Arithmetic	Addition, Subtraction, Multiplication, Division	To check deposits and withdrawals. To make correct change.	80%
Skills Learned on the Job	How to run an adding machine; how to use other bank machinery.			

Minimum level of education required is High School diploma

Special training not learned on the job is None

Special personality traits required are Ability to get along with the public; patience; ability to stand most of the day.

JOB ANALYSIS

(Page 2)

WHAT

The major function(s) of this job is (are):

To accept and record deposits and withdrawals.

To keep a tally of all transactions.

Individual or team effort:

Individual

Type of work received:

Checks; cash; deposit and
withdrawal slips.

Type of work forwarded:

Cash, checks and receipts to
customer. Transaction summary to supervisor.

Type of equipment used:

Adding machine; telephone.

Time allowed to complete each piece of work:

Not specified, but
must work quickly.

JOB ANALYSIS

(Page 3)

WHERE

If Indoors, is it (circle one in each group):

factory, office, laboratory, sales floor, other Bank Branch

noisy or quiet

large room or small room

fancy or plain

busy or sedate

casual or formal

other (odors, etc.):

Sometimes crowded with people.

If Outdoors, is it (circle one in each group):

construction site, forest, farm, other _____

urban or rural

noisy or quiet

busy or sedate

casual or formal

other (odors, other people, etc.):

WHEN

Work hours are 8 AM to 4 PM Monday - Thursday; 10 AM to 6 PM Friday

Work is seasonal or year-round: Year-round

Work is the same or varied year-round: Same year-round

JOB ANALYSIS

(Page 4)

WHY

The salary range is \$6,000 to \$7,500 per year

Union or non-union: Non-union

Fringe benefits are 2 weeks paid vacation; Blue Cross and Blue Shield

Is promotion based on merit or seniority: Merit

What are promotion possibilities to a higher level of the same job or to a new job:

Head Teller; Loan Officer

I like this job because:

I like working with the public as a major function of my job. I also like working with numbers and arithmetic. This job has good career potential because the bank has a strong policy of promotion from within.

I do not like this job because:

I would like to know more about this job (circle one): ☒ YES ☐ NO

Where else might this job be found:

Other banks, and savings and loan associations.

JOB ANALYSIS

NAME _____ DATE _____

CLUSTER _____ JOB TITLE _____

RESOURCE SITE _____

WHO

	SKILL		REASON USED	% TIME USED
	TYPE	LEVEL		
Academic Subjects Used				
Skills Learned on the Job				

Minimum level of education required is _____

Special training not learned on the job is _____

Special personality traits required are _____

JOB ANALYSIS

(Page 2)

WHAT

The major function(s) of this job is (are):

Individual or team effort:

Type of work received:

Type of work forwarded:

Type of equipment used:

Time allowed to complete each piece of work:

JOB ANALYSIS

(Page 3)

WHERE

If Indoors, is it (circle one in each group):

factory, office, laboratory, sales floor, other _____

noisy or quiet large room or small room

fancy or plain busy or sedate

casual or formal other (odors, etc.):

If Outdoors, is it (circle one in each group):

construction site, forest, farm, other _____

urban or rural noisy or quiet

busy or sedate casual or formal

other (odors, other people, etc.):

WHEN

Work hours are _____

Work is seasonal or year-round: _____

Work is the same or varied year-round: _____

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JOB ANALYSIS

(Page 4)

WHY

The salary range is _____

Union or non-union: _____

Fringe benefits are _____

Is promotion based on merit or seniority: _____

What are promotion possibilities to a higher level of the same job or to a new job: _____

I like this job because:

I do not like this job because:

I would like to know more about this job (circle one): YES NO

Where else might this job be found:

Name _____ Date _____

JOB INTEREST PROFILE

Look back over the Job Analyses that you have completed during this past cluster. This is the place where you will combine your likes and dislikes, compare them to other cluster and Specialization experiences you will have this year, and see if you can identify a pattern of development.

WHO

Write a few sentences summarizing the education, training, skills, academic subjects, and personality traits required for the jobs you liked.

Write a few sentences summarizing the WHO of the jobs you disliked.

JOB INTEREST PROFILE, continued

WHAT

Write a few sentences summarizing the major content of the jobs you liked: the major functions of the jobs, the type of work received and forwarded, the type of equipment used, whether it was an individual or team effort, whether there was a lot of pressure to work fast, etc.

Write a few sentences summarizing the WHAT of the jobs you disliked.

JOB INTEREST PROFILE, continued

WHERE

Write a few sentences summarizing the locations and settings of the jobs you liked.

Write a few sentences summarizing the WHERE of the jobs you disliked.

WHEN

Write a few sentences summarizing the hours and seasonality of the jobs you liked.

Write a few sentences summarizing the WHEN of the jobs you disliked.

JOB INTEREST PROFILE, continued

WHY

Write a few sentences summarizing the salary, benefits, and other WHY aspects of the jobs you liked.

Write a few sentences summarizing the WHY of the jobs you disliked.

Name _____ Date _____

STRENGTHS AND WEAKNESSES

Directions

How we perceive ourselves depends a lot on how we think others perceive us. Suppose you were describing your strong points to a teacher or your best friend, what would you say?

In the space below, describe your strengths to:

A teacher _____

Your best friend _____

How can you capitalize on these strong points? What would you say to the same people if you were describing your weak points?

A teacher _____

Your best friend _____

Name _____ Date _____

ATTITUDES AND INTERESTS

Directions:

How would you complete the following sentences? Write your responses in the space provided.

1. When I have time to do just as I please, I like to _____

2. Things I like to do with my brothers and sisters are _____

3. A boy or girl becomes a leader in school because _____

4. The equipment or tools that I have used that I like best are _____

5. I do/don't like to read _____

6. I do/don't like pets because _____

ATTITUDES AND INTERESTS, continued

7. Most people sometimes feel afraid. Some of the things that make me afraid are _____

8. School rules I find hardest to obey are _____

9. If I were going to be in a show/play, the kind of person I would like to be is _____
because _____

10. I do/don't like to participate in sports because _____

Name _____ Date _____

ASSESSING YOUR ACADEMIC PERFORMANCE

Directions:

An honest evaluation of your academic performance is imperative in planning for the future. Not only what you have accomplished in the past, but what you can do in the future is all part of an ACTION PLAN.

Answer the following questions to begin your ACTION PLAN now.

1. For each of the subject areas listed below, write your average grade over the past two years.

ENGLISH	_____
SOCIAL STUDIES	_____
SCIENCE	_____
MATHEMATICS	_____
SUBJECT OF YOUR CHOICE:	_____
_____ (Subject)	_____ (Grade)

2. For each of the listed subjects, indicate how much effort went toward earning your grade. Use these codes: H (High), M (Medium), L (Low).

ENGLISH	_____
SOCIAL STUDIES	_____
SCIENCE	_____
MATHEMATICS	_____
SUBJECT OF YOUR CHOICE (from Question 1):	_____
_____ (Subject)	_____ (Code)

ASSESSING YOUR ACADEMIC PERFORMANCE, continued

3. Consult with your subject area teachers for their assessments of your effort in class. Record these comments below.

ENGLISH _____

SOCIAL STUDIES _____

SCIENCE _____

MATHEMATICS _____

SUBJECT OF YOUR CHOICE (from Question 1) _____

4. Select a subject in which you want to improve. Using your teacher as a resource, work out a plan to reach an academic goal which you will set.

Present

Subject _____ Teacher _____

Present Grade _____ Hours/week spent in preparation _____

Breakdown of the total preparation time:

Homework (written) _____ Homework (study) _____

Review for tests _____ Projects _____

Absences _____ Tardiness _____

Present attitude toward subject:

ASSESSING YOUR ACADEMIC PERFORMANCE, continued

Future

Desired Grade _____ Estimated hours/week preparation time needed to reach goal _____

Breakdown of preparation time:

Homework (written) _____ Homework (study) _____

Review for tests _____ Projects _____

Absences _____ Tardiness _____

Future attitude toward subject:

Behaviors That Will:

Hinder Me (from reaching goal)

Help Me (to reach goal)

STANDARDIZED TEST PROFILE SHEET

Test Name _____

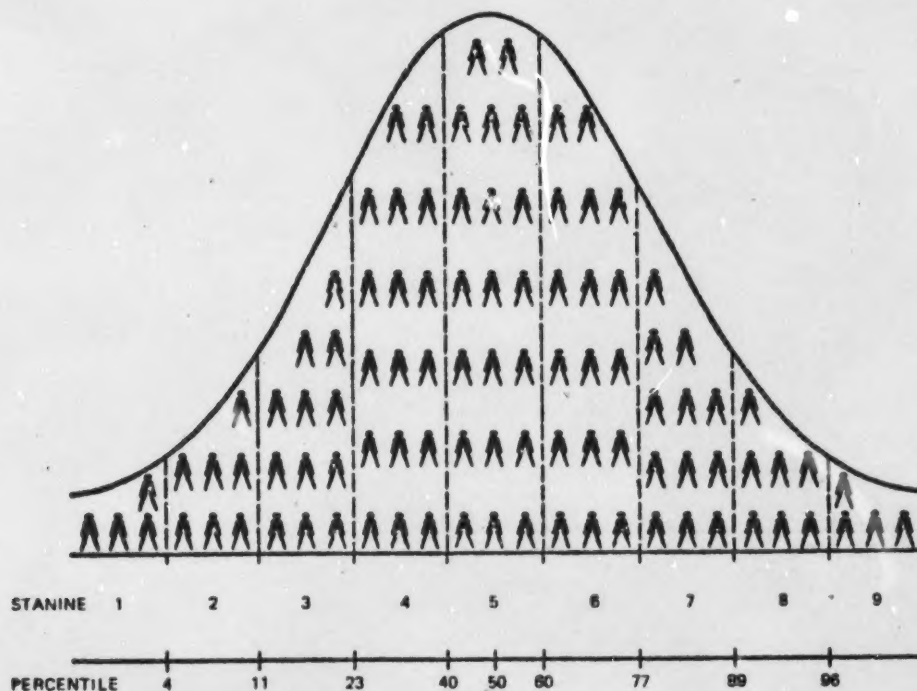
Student's Name _____

Subtest Name _____

Age _____ Grade _____ Date Taken _____

Counselor's Comments: _____

Student's Comments: _____



Color or shade in the area under the NORMAL CURVE that corresponds to the score you received in this test or one of its subtests.

Name _____

Date _____

VOCATIONAL APTITUDES

Directions:

A type of standardized test used in most high schools measures general vocational aptitude. The following list indicates the abilities these tests measure and briefly defines them. Put a "1" in front of the aptitude which you think is your highest, a "2" in front of the aptitude which you think is your second highest, and continue to rank all the aptitudes.

- _____ Verbal ability (ability to use words and ideas expressed in words)
- _____ Numerical ability (ability to use numbers and ideas expressed in quantities)
- _____ Visual perception (ability to see details in two or three dimensions)
- _____ Physical coordination or dexterity (ability to make precise movements)
- _____ Social ability (ability to relate well with others)
- _____ Creativity (ability to develop or produce something new)
- _____ Physical stamina or strength (ability to engage in physical exertion)
- _____ Empathy (ability to accompany other people in their thinking and feeling)
- _____ Organizational ability (ability to bring together different elements to accomplish a goal)

What evidence can you give from school and outside activities to support your #1 aptitude?

VOCATIONAL APTITUDES, continued

Below, list the aptitudes that you numbered 1, 2, and 3 on the previous page. Identify three occupations which use each of these aptitudes and at which you think you might enjoy working.

	<u>Aptitude</u>	<u>Occupation</u>
1.	_____	_____ _____ _____
2.	_____	_____ _____ _____
3.	_____	_____ _____ _____

What resources are available to learn more about these occupations and where can you find them?

SELF-ASSESSMENT

Exercise 6. Self-Perception

To the Group Leader:

OBJECTIVES

1. To have the students assess themselves in relationship to two poems.
2. To discuss with the students how their self-perceptions affect their career options.

MATERIALS

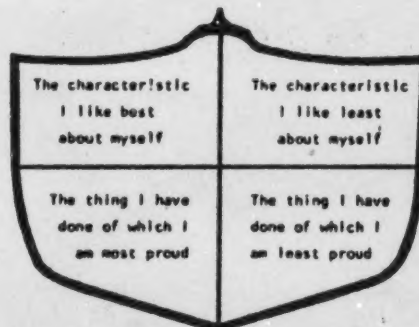
"Reflections" - two poems

PROCEDURE

Read aloud to students the two poems, one by Crapsey and the other by Housman. Then lead group discussion on how the way you see yourself affects what you do. You might ask the student why this happens. Then ask students to write a short paragraph identifying the poem which most closely describes them and why they think they're like the person in the poem.

SUPPLEMENTARY ACTIVITIES

1. Have students make collages which illustrate how they view themselves.
2. Have students draw coats-of-arms for themselves with drawings to describe each part:



REFLECTIONS

Sun and moon and beat of sea--
Great lands stretching endlessly.
Where be bonds to bind the free?
All the world was made for me!

Adelaide Crapsey

And how am I to face the odds
Of man's bedevilment and God's?
I, a stranger and afraid
In a world I never made.

Alfred Edward Housman

TWO VIEWS OF THE WORLD . . .

Name _____

Date _____

LET'S LOOK AHEAD . . .

The United States in the Year 2000

Population	318 million
Employed labor force	122 million
Leisure-oriented society	Work-year 1,100 hours

Work day	7.5 hours
Working days per week	4
Working weeks per year	39
Legal holidays	10
Weekend days	3
Weeks per year vacation	13

Thus, in a leisure-oriented society one can spend:

40% of the week on a vocation

40% of the week on an avocation

20% (or more than one day a week) on neither--that is,
just relaxing.

Directions:

Answer the following questions with your ideas of what the future will be like.

1. The year 2000 is still far in the future. But, if any of these forecasts are valid, many significant changes will occur between now and then. Can you think of any changes that may happen in the next five years that might affect your career plans?

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LET'S LOOK AHEAD . . . , continued

2. You have participated in several activities at community resource sites involved in the Career Education Program. Do you think that significant changes will occur in these employer areas in the next five years?
. . . or, maybe ten years?

3. Do government publications tell you anything about potential changes in your interest area?

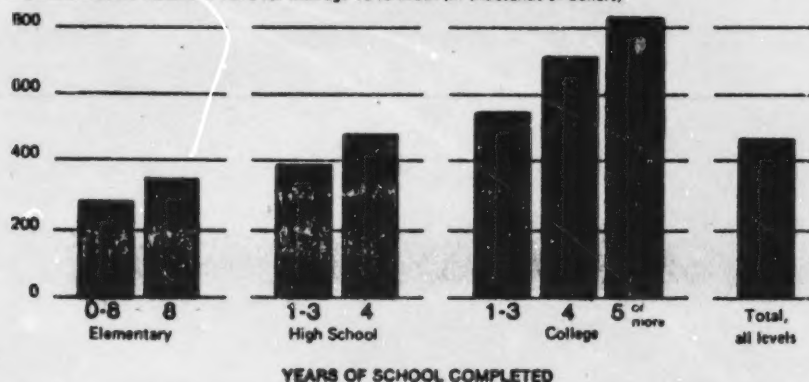
4. Getting back to leisure: How old will you be in the year 2000? _____
Knowing your own characteristics, does all that free time sound good to you? How do you think you would spend it?

FUTURE ESTIMATES

You have been asked to fantasize about what the world will look like in the near future. Experts in several fields have done the same thing. Here are some of their educated guesses.

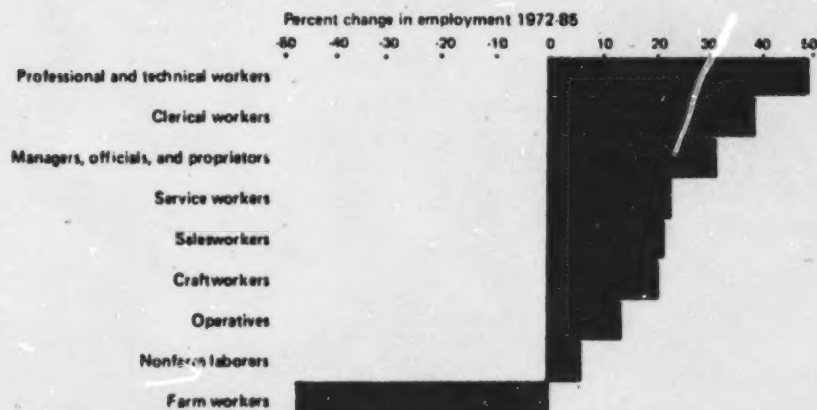
Estimated Lifetime Earnings Tend to Rise With Years of School Completed

Expected lifetime income in 1972 for men age 18 to death (in thousands of dollars)



Source: Bureau of the Census

Through the Mid-1980's Employment Growth Will Vary Widely Among Occupations



Source: Bureau of Labor Statistics

Name _____ Date _____

TIME LINE

Directions:

Let's fantasize a bit. Identify a career goal and then fantasize how far you'll have to go in education to reach that goal within the next ten years. Then fantasize what types of occupations you might be involved in over this period of time which will help you reach this goal.

My Career Goal: _____

Education

1977 1978 1979 1980 1981 1982 1983 1984 1985 1986 1987



Occupations related to goal

1977 1978 1979 1980 1981 1982 1983 1984 1985 1986 1987



TIME LINE, continued

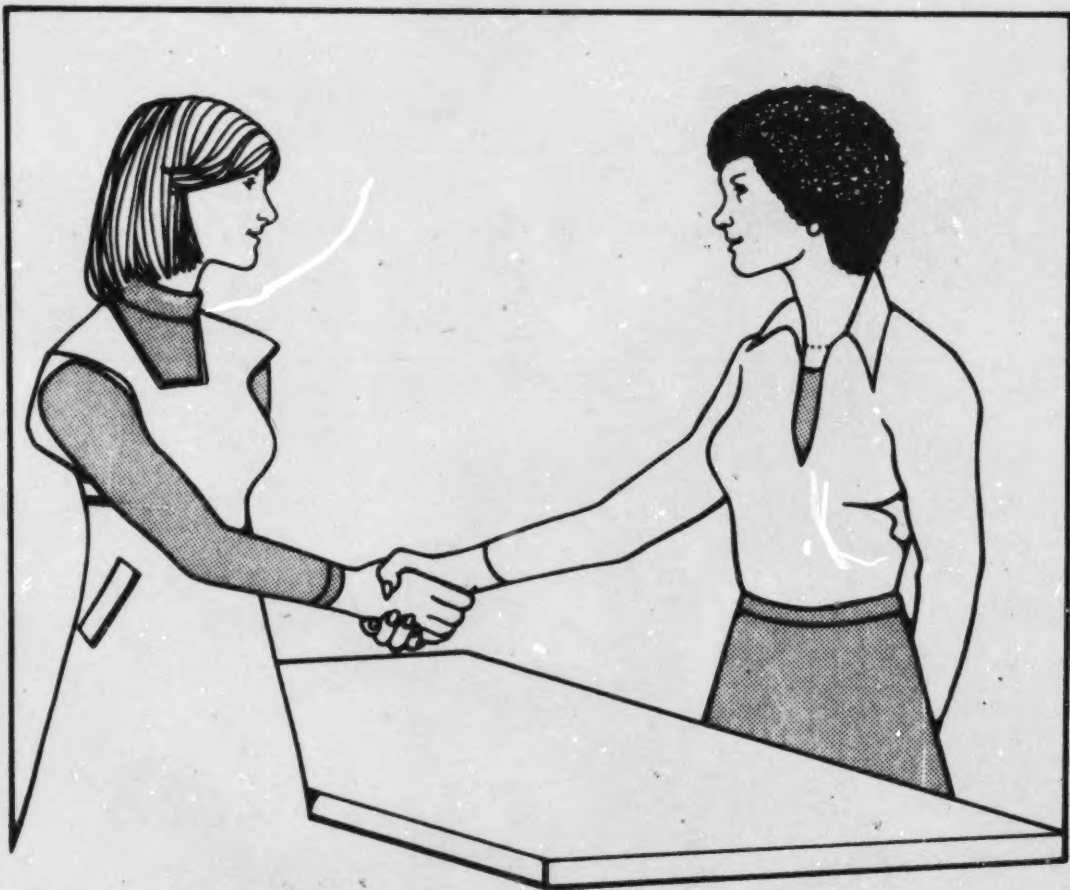
1. What things can you do to make these predictions the kinds of events you want them to be?

2. What things might prevent you from making these predictions come true?

ADVICE TO TRAVELERS

A burro once, sent by express,
His shipping ticket on his bridle,
Ate up his name and his address,
And in some warehouse, standing idle,
He waited till he like to died.
The moral hardly needs the showing:
Don't keep things locked up deep inside;
Say who you are and where you're going.

Walker Gibson



Name _____ Date _____

GOAL SETTING

THINK IN TERMS OF WHAT YOU ARE DOING IN THE CAREER CLARIFICATION PROGRAM.

You are involved in many resource-site activities.

You are active in academic activities.

1. What do you expect to be able to do by the end of the year as an outcome of these two experiences?

RESOURCE-SITE ACTIVITIES:

ACADEMIC PROGRAM:

In terms of these outcomes, answer the following:

2. Are the outcomes understandable? Identify the first step or two that you must undertake to achieve it.
3. Are they believable? Based on your past performance, can you do it? Do you really want to do it?
4. Are they achievable? Based upon what you know about what the program is trying to do, can you accomplish these outcomes?

GOAL SETTING, continued

5. Are they controllable? What do you need to accomplish these outcomes in terms of people, things, time, etc.? Are they available? How much are your expectations based upon other people?
6. Are they measurable? How will you know when you have accomplished these outcomes?
7. Are the outcomes desirable? Again, do you really want these outcomes? Or, do you feel you would want them? What are you prepared to give up to achieve them?
8. You have approached these outcomes from many directions so you may now have different feelings about them. Please state below what you expect to be able to do by the end of the year as a result of being a part of the:

RESOURCE-SITE ACTIVITIES:

ACADEMIC PROGRAM:

Name _____ Date _____

PLANNING FOR THE FUTURE

We all think and plan for the future . . . but, we all do it differently!

1. How would you describe the manner in which you are planning to meet your career goals for the years ahead?

2. What parts of the plan are not under your control?

5
Name _____

Date _____

THE ACTION PLAN

Directions:

You have stated some GOALS that you wish to achieve by the end of this program (refer to "Goal Setting" exercise). Examine them and start thinking about a plan to achieve them.

The GOALS you have set for yourself are:

To reach these goals, what must you know about:

YOURSELF?

THE PROGRAM?

YOUR PAST PERFORMANCES?

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THE ACTION PLAN, continued

TIME (academic work, part-time work, social activities, etc.)?

OTHER PEOPLE?

RESPONSIBILITIES?

PROBLEMS?

Name _____ Date _____

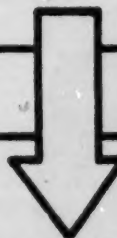
SUMMARY OF MY ACTION PLAN, Part 1.

1. What do I want to do? Why?

2. How can the task best be done?



3. Proposed activities. What should I do? How? When? Where?



4. Action plan and schedule. What? When? Where?



Name _____

Date _____

SUMMARY OF MY ACTION PLAN, Part 2

THE RED FLAG

To the railroad engineer, the red flag is a sign of danger. In implementing your ACTION PLAN, you need to know if you are going "wrong" in sufficient time to take corrective action. Take time now to consider where some of these "red flag" areas may be in your plan.



Basic Elements	What is likely to go wrong?	How and when will I know?	What will I do?
TIME			
PEOPLE			
ACTIVITIES			
SELF-INTEREST			

Name _____

Date _____

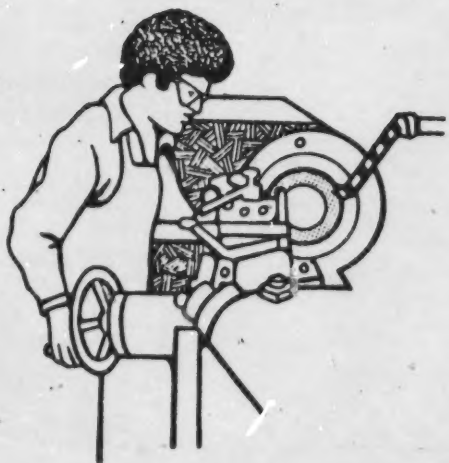
THE VALUE STATEMENT, Part I

Directions:

Look at the value statement written below. Then look at the pictures of the three sets of people working with their hands. How would you respond to such a value statement if you actually held these jobs? Write your responses in the space provided.

VALUE STATEMENT: "If you don't go to college, you will wind up working with your hands!"

1.



Response:

THE VALUE STATEMENT/Part I, continued

2.



Response:

3.



Response:

Name _____ Date _____

THE VALUE STATEMENT, Part 2

Directions:

How do you think the three people below perceive the issue discussed in the value statement written here? Write your responses in the space provided.

Value Statement:

1.



Response:

Response:

2.



3.



Response:

Name _____ Date _____

A POINT OF VIEW

Directions/Side 1:

Take a value stance on an issue currently concerning you. Then write your value statement in the space below. Next, describe your criterion for selecting this value stance. Then give evidence to support your value selection.

Name _____ Date _____

A POINT OF VIEW/Side 1

Value statement:

Criterion for selection:

(Is this consistent with what you usually believe?
Is it important to you?
What basic assumptions are implied by this?)

Evidence to support value selection:

(What are the good things about your value selection?
How do you know it's a good value?)

A POINT OF VIEW, continued

Directions/Side 2:

Now analyze the degree to which your value stance conforms with how other students view the issue.

Name _____ Date _____

A POINT OF VIEW/Side 2

Group-generated evidence to support value judgment:

Group-generated evidence contrary to value judgment:

Value statement (a new point of view?):

Name _____

Date _____

AT THIS POINT IN TIME

Directions:

Complete the chart below and on the next page, identifying the values under consideration in each question and the way you plan to resolve any conflict if it exists for you.

At This Point in Time	Value Under Consideration	Means for Resolving Conflict (if conflict exists)
Should I give up certain of my friends because they don't agree with what my parents say?		
Should I take college preparation courses?		
How much of a risk is it for me to _____ (fill in with personal conflict)		
Should I try to be myself or do the things the crowd does when I really don't want to?		
How much money should I save?		

AT THIS POINT IN TIME, continued

At This Point in Time	Value Under Consideration	Means for Resolving Conflict (if conflict exists)
What goals should I set for myself in high school?		
Can I be myself and still have friends?		
Should I decide what I will be or will my parents and counselor decide for me?		
Should I be practical in my career planning?		
Should I take a part-time job?		
What school activities should I participate in and why?		

Name _____

Date _____

VALUES FOCUS: EDUCATION AND WORK

My basic concerns about education and work are:

My positive feelings about education and work are: _____

My negative feelings about education and work are: _____

In terms of education and work, I listen to _____

because _____

The source(s) of my feelings about education and work are: _____

I value _____

Date _____

My positive feelings about family
and friends are:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or printed text on the paper.

My negative feelings about family
and friends are:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are some small dark spots and faint smudges on the paper, particularly near the top edge. A small portion of a yellow object is visible at the very top right corner.

In terms of family and friends, I listen to:

because

The source(s) of my feelings about family and friends are: _____

| value |

Name _____

Date _____

VALUES/OCCUPATIONS/JOB

Directions:

Your occupational preferences reflect values that are important to you. Here is a list of values. Pretend that you hold these values and think of a job or occupation which would satisfy them. If you think of some values not mentioned, feel free to add them to the list.

1. I am seeking adventure, excitement, and danger!
I want to be a _____
2. Money is my chief goal. My job will be that of
a _____
3. I like helping others. I want to be a _____
4. I want security so I will choose an occupation
like _____
5. Some people like crowds, but I like being alone.
I think I would like to be a _____
6. I want to be independent and be my own boss.
Nobody tells me what to do. So my job will be
that of a _____
7. I am a responsible person and enjoy being the
leader of anything I am involved in. I want to
be a _____
8. Gaining knowledge and learning new ideas are
important to me. I want to hold an occupation
in which I can be a _____
9. Stars are in my eyes and I am seeking fame!
I want to be a _____
10. I want to be in a job with power and authority
over others. Should I be a _____
11. I value my religion and feel it is an important
part of my life. I would like to hold a job
like that of a _____

VALUES/OCCUPATIONS/JOB, continued

12. The job I hold will be stable, one with very few changes. I think I'll be a _____
13. New places and new people interest me. I want a job involving change and a variety of tasks. I'd like to be a _____
14. I want people to notice me, to recognize me and give their approval of my work. I think I could get this if I were a _____
15. They call me fun-loving, happy-go-lucky Charlie. I want to hold a job in which I have fun and pleasure. I'd like to be a _____

Put an X in front of five sentences with values that most appeal to you.

Rank those values that you have marked with an X in the order of importance to you. Start with the value you consider most important and put them in descending order.

Name _____ Date _____

A WOMAN'S PLACE IS . . . !

Directions:

There has been wide discussion about a woman's place in the work environment. Do you believe that there are jobs that a woman cannot fill? If so, list them below and give the reasons for your beliefs.

Job: _____

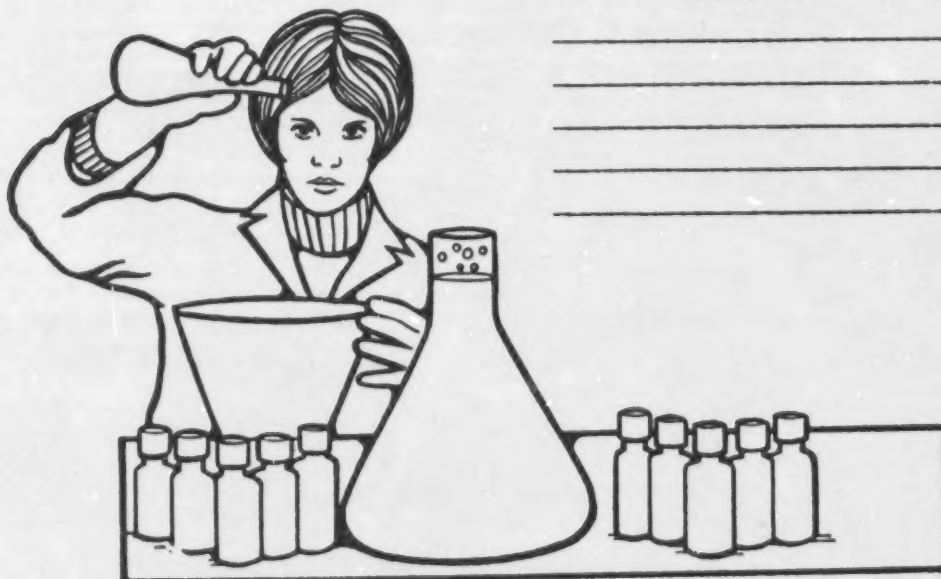
Reasons: _____

Job: _____

Reasons: _____

Job: _____

Reasons: _____



Name _____ Date _____

AN EPISODE

Charlie is twenty-two years old. He is married and the father of two children, a boy three and a little girl six months. When he was sixteen, Charlie quit school because of poor grades. He was deferred from military service due to a punctured eardrum, and he now works at a neighborhood gas station where he pumps gas and does minor mechanical repair work. The manager of the station is pleased with the way Charlie does his work but has little contact with him because Charlie works on the night shift while the owner is there during the day.

Homer, the man in charge of the night shift, has not been very friendly toward Charlie. He makes Charlie do most of the work and finds the dirtiest jobs for him to perform. Whenever it is raining or very cold outside, he doesn't leave the garage office but makes Charlie run outside each time a car pulls into the station.

One night, during a particularly violent rainstorm, Charlie was filling up the tank of a Chevy Corvair when, one after another, three cars pulled into the station and lined up at the pumps waiting to be fueled. Charlie had just finished putting the gas cap on the Corvair and was giving the driver directions on how to get to the Parkway West when the driver of the second car began blowing his horn for service. "Just a minute, sir," said Charlie, "I'll be right with you. I have to take care of this lady first!" "Look, Mac, I don't have all night, see? So get going," shouted the second driver. Just then the driver of the third car joined in: "Hey, fellow, let's get a move on!" he yelled. The driver of the fourth car, taking his cue from the others, began blowing his horn at Charlie, hoping to get his attention. With the rain running off his face, Charlie looked toward the garage office hoping that Homer would see the situation or hear the horns blowing and come to his aid. But the man remained seated in the swivel chair, his feet propped up on the desk. Charlie muttered to himself, and with his feet "squishing" in his shoes as he walked, he proceeded to take care of the other cars, listening to the drivers' complaints as he worked.

When the last car pulled out of the station, Charlie opened the garage office door and stood staring at Homer. The water dropped from his fingertips and the cuffs of his trousers and formed two spreading pools at his feet.

"You could have given me a hand, at least," said Charlie, looking Homer straight in the eye.

"Don't hand me that line, man," said the other, blowing a cloud of smoke into the air. "If you don't want to work here, you know what you can do."

AN EPISODE, continued

"There were four cars out there waiting to get gas!" Charlie forced the words out of his mouth and then he added defiantly, "I didn't see you out there getting wet! You work here too!"

"Listen, man, don't give me any lip. Go stand in the garage; you're dripping water all over the office floor."

Charlie's anger reached the boiling point. Turning his back on his boss, and walking toward the door, he shouted, "You can take this job and" Bang! The slamming of the office door cut off Charlie's outburst. Through the garage window, Homer could see the blurred figure of Charlie defiantly kick over a can of grease rags and slowly walk away from the station . . .

This little story says something about Charlie's values . . .

List a few that you think were operating to cause Charlie's behavior:

1. _____
2. _____
3. _____



Do you think you know how he felt . . . ?

HOW WOULD YOU HAVE ACTED . . . ?

By the way, how do you think his wife felt when he told her about the episode . . . ?

Name _____ Date _____

YOUR EFFORT QUOTIENT
AN IMPORTANT MEASUREMENT OF YOU!



You have been doing many things--
exerting energy in academic courses,
guidance group activities, and at
community resource sites. Let's
try to measure your effort quotient
and locate where most of your energy
is being applied.

Directions:

On the Balance Sheet on the following page, list all of your current academic courses and the activities that have been part of the guidance group and the resource-site program. Next, rate yourself on each activity, indicating effort expended by using the appropriate number:

- 5 = Full effort
- 4 = Full to moderate effort
- 3 = Moderate effort
- 2 = Moderate to low effort
- 1 = Low effort

YOUR EFFORT QUOTIENT--AN IMPORTANT MEASUREMENT OF YOU!, continued

EFFORT BALANCE SHEET	
Activity Areas	Effort Rating
Academic Courses:	
Total	
Guidance Groups:	
Total	
Resource-Site Activities:	
Total	
Grand Total	

YOUR EFFORT QUOTIENT--AN IMPORTANT MEASUREMENT OF YOU!, continued

Calculate your average effort rating for the three major activity areas using the following formula:

$$\frac{\text{sum of effort ratings for activity area}}{\text{number of activities within area}} = \text{Effort Quotient}$$

	ACADEMIC	_____
Effort Quotients:	GUIDANCE GROUP	_____
	RESOURCE-SITE	_____

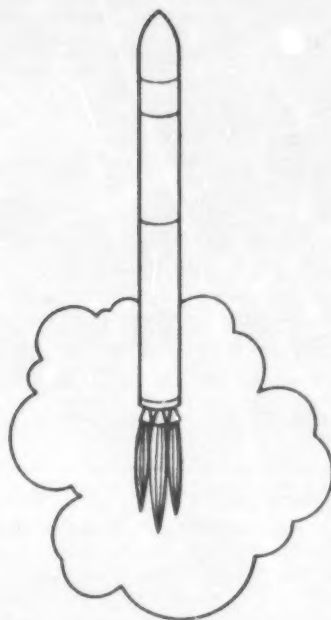
Check your Effort Quotient with teachers, your group leader, and some resource-site representatives and obtain their opinions of your effort.

Can you see any implied value statements in the amount of effort you make in each of the three areas? If so, list them.

Name _____

Date _____

ON THE LAUNCHING PAD



IN ORBIT.

ARE ALL SYSTEMS GO?

Earlier in your career guidance group, you devised an ACTION PLAN and it is now part of your student journal.

In that plan you indicated some goals you wanted to accomplish as an outcome of your participation in the Career Education Program.

Review that plan and extract some value statements from it. The values may not be stated as such, but try to dig some of the more important ones out of the plan.

Maybe it would be easier to describe the value in a sentence rather than in a word . . . try it!

1. _____
2. _____
3. _____

Are there any goals in your Action Plan that you would like to revise?
Which ones?

Name _____ Date _____

MEETING THE REQUIREMENTS

What does it take to get hired for a job? Of course, requirements are different for each level of employment . . . and specific job.



Directions:

We have selected three want ads. Pick one of them and list some of the hiring standards that may be used to differentiate between applicants.

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

On the following pages are some selected jobs and the hiring standards that have been applied in filling them. Of course, every job is different, but these examples may indicate the level of preparation that even entry-level jobs may demand in these technological times.

Hiring Standards*	Cashier/Clerk	Bank Teller	Machine Operator Production
Hiring inexperienced?	100% Yes	86% Yes	92% Yes
Prefer previous work experience?	42% Yes	90% Yes	91% Yes
How important are references?	66% Important	75% Important	27% Important
How long to train experienced worker?	1.0 Weeks	2.8 Weeks	2.6 Weeks
How long to train inexperienced worker?	2.2 Weeks	7.2 Weeks	29.0 Weeks
Reasons to reject	Appearance Poor work history Test results	Appearance Poor job potential	Attitude Poor work history
Tests for screening?	20% No	77% No	57% No
Hiring decision based on ability to perform this job or higher job?	78% This Job	74% This Job	95% This Job
Men versus Women	9% Men 83% Women 8% No Difference	31% Men 10% Women 59% No Difference	96% Men 4% Women
Age group preferred	44% 30 to 45 38% 22 to 29 5% 19 to 21 13% No Difference	33% 30 to 45 30% 22 to 29 22% 19 to 21 15% No Difference	58% 30 to 45 15% 22 to 29 5% 19 to 21 22% No Difference
Policy on hiring persons under 21	22% Favorable	70% Favorable	72% Favorable
Marital status preferred	56% No Difference 44% Married	76% No Difference 24% Married	15% No Difference 85% Married

*Source: U.S. Department of Labor

Hiring Standards	Cashier/Clerk	Bank Teller	Machine Operator Production
Minimum level of education required	8% High School 36% Some High School 22% Eighth Grade 25% None 9% Uncertain	52% High School 24% Some High School 4% Eighth Grade 20% None	2% High School 13% Some High School 78% None 7% Other
Equally qualified in all respects except education, prefer	14% Some College or College Degree 44% Academic H.S. 10% Some High School 32% Uncertain	10% College Degree 63% Academic H.S. 10% Voc. High School 2% Some High School 5% Read and Write 10% Other	2% Academic H.S. 5% Voc. High School 5% Some High School 11% Read and Write 23% Uncertain
How important is education?	45% Important	78% Important	23% Important
How important is ability to read and write English?	69% Important	95% Important	58% Important
If worker is unable to complete application form, how does this affect decision to hire?	61% Not Hire	86% Not Hire	49% Not Hire
Attempt made to determine worker's aptitude?	40% Yes	100% Yes	11% Yes
Attempt made to determine worker's interest and/or temperament?	45% Yes	100% Yes	66% Yes
Attempt made to determine worker's personality?	56% Yes	100% Yes	5% Yes
How important is appearance?	83% Important	100% Important	15% Important
Attempt made to determine worker's physical capacity?	83% Yes	95% Yes	43% Yes

Hiring Standards	Cashier/Clerk	Bank Teller	Machine Operator Production
Hire workers with police records?	33% No	72% No	42% No
Does worker's record of stability of employment affect decision to hire?	83% Yes	100% Yes	81% Yes
Does worker's record of family stability affect decision to hire?	69% No	86% No	98% No

JOB DESCRIPTION FORM

Job Title _____

Place of Employment _____

Training, Other Qualifications, and Advancement Potential _____

Employment Outlook _____

Earnings and Working Conditions _____

Other Possible Places of Employment _____

Comments _____

Name _____

Date _____

"Go west, young man"



This was good advice
once! Where can you
go for information
about career oppor-
tunities?

List the career information resources that are available to you at:

SCHOOL (materials, people, places)

GO WEST, YOUNG MAN, continued

RESOURCE SITES (materials, people, places)

YOUR COMMUNITY (materials, people, places)

SOURCES OF INFORMATION ABOUT EMPLOYMENT

1. State employment services

Have more job listings in more occupational categories than any other single source.

Know about area job openings, even among employers who have not listed openings with the employment service.

Have approximately 2,400 local offices conveniently located in all parts of the country.

Operate computerized job banks in all major cities and many smaller ones to bring up-to-the-minute information on all openings in a metropolitan or larger area to people looking for work at any employment service office in the area.

Provide national registries for selected professional workers, such as economists, librarians, statisticians, correctional services personnel, and engineers and scientists.

Provide placement service at national professional conventions.

Offer counseling and career consultation.

Provide aptitude and proficiency testing.

Have daily contacts with thousands of employers.

Accumulate and distribute local, statewide, and national labor market information.

Charge no fees.

2. School or college placement services

A productive source for professional openings.

Usually available only to students and alumni of the school.

3. Want ads in newspapers, professional journals, and trade magazines

Provide a broad range of definite openings.

A large share of listings in magazines devoted to your field are likely to be for jobs you are qualified to fill.

Descriptions of jobs may not be detailed enough for you to decide whether you are qualified.

Analysis of the ads provides information about the extent of employment activity in your field throughout the area.

SOURCES OF INFORMATION ABOUT EMPLOYMENT, continued

4. Industrial and craft unions

Have exclusive hiring authority for some firms.

Each deals with a limited number of occupations.

Productive source for members, particularly those with seniority.

5. U.S. Civil Service Commission

Handles U.S. Government civilian jobs.

Fills jobs in a wide variety of professional, technical, clerical, craft, and other occupations.

Positions are located in Washington, D.C., throughout the United States, and overseas.

Jobs are filled on a merit basis as determined by examinations and ratings of experience and education.

Examinations are given several times a year in cities throughout the nation. Tests for entry-level professional positions are conducted at many universities and other schools.

Most post offices have application forms and information on job opportunities. You can also write for information to the U.S. Civil Service Commission, Washington, D.C. 20415.

6. Private employment agencies

Usually specialize in a few occupations.

Some charge applicants a fee for registration or placement; others collect fees from employers.

7. Yellow pages of the telephone directory, industrial directories, and Chamber of Commerce lists

Names of firms that employ workers in your field and other information useful in applying to them.

8. Professional associations

Useful for specialized occupations.

Listings available at libraries.

OCCUPATIONAL STUDY GUIDE

This study guide provides an easy way to record some of the facts needed when considering whether or not to prepare for a particular occupation or to look for employment in it. When you complete the form, you will have, in summarized form, the essential information for beginning an occupation. The principal sources of facts about any occupation are references, state employment services, Federal government agencies, and people who work in the occupation. You should also look at the job analysis sheets in your student journal if there are any jobs there related to the occupation you are analyzing here. If you find that there isn't enough space on this form to write your comments, do it on a separate sheet of paper.

Your Name _____

Date Started _____ Date Completed _____

A. THE OCCUPATION

1. NAME OR TITLE OF THE OCCUPATION: _____

2. DESCRIPTION OF THE OCCUPATION (general nature, duties, operations performed, tools and machines used, and so on):

3. PHYSICAL DEMANDS OR REQUIREMENTS (state the principal physical demands that must be met in pursuing this occupation--for example: frequent stooping, crawling, standing, pulling or pushing, etc.):

OCCUPATIONAL STUDY GUIDE, continued

4. METHODS OF ENTRANCE (beginner jobs leading to this one, etc.):

5. RELATION TO OTHER JOBS:

Jobs to which workers may be promoted: _____

Chances for promotion: _____

Related occupations to and from which workers may shift with reasonable ease:

6. EMPLOYMENT OPPORTUNITIES (supply and demand for workers):

Number employed nationally: MALES _____ FEMALES _____

Factors that might affect future prospects for employment:

Present regional or national outlook and opportunities (include trends and future prospects):

OCCUPATIONAL STUDY GUIDE, continued

7. **LEVEL OF DIFFICULTY** (this indicates the level of complexity of the occupation and what is required for a worker to perform the various tasks--characterize the level of difficulty in terms of the following):

Responsibility: How much is required of the worker and what is the nature of that responsibility?

Knowledge: What specific and/or specialized knowledge is required for the occupation?

Resourcefulness: How much ability is required to anticipate, meet, and solve new situations?

Mental Alertness: To what extent is attentiveness to quickly changing conditions required?

Thinking and Decisions: To what extent does the occupation require that decisions be made on the basis of carefully considered facts and conditions?

Dexterity: How much mental quickness, manual deftness, etc., appears to be required to meet production standards?

Accuracy: What degree of precision is required to perform the work successfully? What tolerance or deviations are permitted?

Other factors: Supply other information not covered above if needed to fully establish the level of difficulty represented by this occupation.

OCCUPATIONAL STUDY GUIDE, continued

8. EARNINGS, HOURS, AND WORKING CONDITIONS:

Average earnings per year: _____

Average hours worked per week: _____

Working environment--nature of surroundings and places of employment: outside, pleasant, dusty, etc.:

Supervision given the worker: Who supervises the work? How specific is the supervision?

Health and accident hazards:

Seasonality: Busy months: _____

Slack months: _____

Security provisions (i.e., pensions, insurance, workmen's compensation, etc.):

B. THE WORKER

1. PERSONAL QUALIFICATIONS

Physical strengths: _____

Personality characteristics (such as ability to work with others, ability to tolerate stress of deadlines, initiative, imagination, etc.):

OCCUPATIONAL STUDY GUIDE, continued

2. EDUCATIONAL AND TRAINING REQUIREMENTS

Minimum level of schooling (grade school, high school, college):

School courses especially important (English, Mathematics, Science, Foreign Language):

Special training desirable or required (nature of courses, length, where available, etc.):

3. OTHER REQUIREMENTS

Tools and equipment furnished by worker:

Membership in unions, professional organizations, or associations ordinarily required:

Licensing or other legal requirements:

Special tests or examinations required:

C. SUMMARY

On the following page, summarize the information assembled and point out advantages and disadvantages of this occupation.

OCCUPATIONAL STUDY GUIDE, continued

Advantages of this occupation:

Disadvantages of this occupation:

INSTRUCTIONS FOR PREPARING A RESUME

The purpose of a good resume is to present, in outline form, a picture of your qualifications to hold a job. A resume is extremely important because it is often the first glimpse a potential employer may have of you. It is, in a sense, an advertisement of you and must be done as carefully as possible. Many entry-level jobs do not require resumes, but you may need a resume in the future.

There is a standard format for resumes but you may want to experiment some with your own creativity to create one that is "you." Don't overdo it, though: pale yellow paper may be all right, but purple polkadot definitely is not! A resume should be dignified.

Your information should be as concise as possible. The reader should be able to skim quickly down the page and pick up as many details as possible. You may use phrases instead of complete sentences (leave out "I," "my," "mine," etc.). Choose verbs which will convey more than one meaning: "initiated," "organized," "was responsible for," "produced," etc. Be careful, though, that it doesn't sound like you copied the dictionary--keep your own language usage in mind.

A resume should contain some standard information and it should appear in order of importance. This basic data includes: (1) personal data; (2) career or job objective; (3) education; (4) previous employment and experience; (5) interests, talents, community involvement; (6) references.

Personal Data

Center this information at the top of the page:

Your full name (no nicknames). If you have a middle name, use it or the initial.

Your address in full, including number, street, town or city, state, and zipcode. Do not abbreviate.

Your telephone number, including area code.

Your birthdate, age, and marital status are optional, but if you do decide to use them, put them at the end of the resume.

INSTRUCTIONS FOR PREPARING A RESUME, continued

Career or Job Objective

A statement of your goal is optional and generally is only used in two situations:

1. If you have one specific skill or interest area and are looking for jobs only in that area.
2. If you are typing a new resume for every job opening you apply to and want to spend the time changing your goal to fit the title or description of the individual job.

If your job search requires the duplication of a large quantity of resumes and if you are looking for a job in more than one area, you can leave out this section and put your goal in your cover letter.

Education

This part is particularly important when you are starting out on your career. Begin with the last school you attended and work backwards. In the future, if you attend college, indicate your degree (if you received one), name of the college, its location, and dates of attendance. If you did not receive a degree, but attended college, list the college, its address, the dates you attended, and your major area of study. List the junior high school and elementary school you attended, too, with their addresses and dates attended. List any honors you have received.

If you have no previous working experience, list the courses you have taken which are related to the position for which you are applying.

Previous Employment and Experience

In this section, list all the jobs you have held, starting with the present one and working backward in time. Give the dates of employment, the employer, the address, your position by title, and a brief description of what you did.

If you have never held a formal, paying job, use this section to list any experiences you might have had which show your job-related capabilities: for example, a scouting project, a fund-raising drive, a volunteer experience with children, a church-school teaching responsibility. In other words, think of all the things you've done which illustrate your skills and ability to accept responsibility.

INSTRUCTIONS FOR PREPARING A RESUME, continued

Interests, Talents, Community Involvement

If you have not used your community service and volunteer experiences in "Previous Employment and Experience," put them here. (Do not mix paid employment with volunteer work.)

List some of your hobbies and interests--particularly if they apply to the kinds of jobs which you are seeking.

References

References can be included as the last entry in your resume or separately in your cover letter or application form. If your resume is not too lengthy, include references but omit them if they will make your resume more than two pages long.

Give the name, address, position, and phone number of people who can supply information about your character or abilities. Unless otherwise specified, preference should be given to people for whom you have worked. List people who know you well and who are considered successful or well-known in the community. Your clergyman is always a good choice. Other choices may include professional people, such as teachers, counselors, and school administrators. Still other possibilities are business people with whom you have been in close contact. Be prepared to list three to five references.

Do not list people as references if you have not asked permission to do so. You should ask people if you can use their names as references. Most people are honored, but if some do not want to be listed, they might give you a poor reference.

Do not list people as references whom you suspect will, or can, say something negative about you.

Have your resume typed on good-quality paper and limit it to two pages. Remember, this is an outline, not a two-volume autobiography. You will have an opportunity to tell more about yourself in your cover letter and interview.

For the best visual effect, see if you can fill the page, and don't use two unless you can fill it also. If you find yourself with a half-blank page, play with your margins and spacing until it looks right.

INSTRUCTIONS FOR PREPARING A RESUME, continued

Sample Resume

JANE LYNN JONES
4222 Hilltop Drive
Chickasaw, Pennsylvania 19062
(215) 674-2817

OBJECTIVE

An entry-level clerical position in the publishing field

EDUCATION

Chickasaw Senior High School, Chickasaw, Pennsylvania Graduated:
Course work included Honors English, Advanced June 1976
Typing and Stenography, Business Education, and Accounting.

Honors: Journalism Award for outstanding essay
Citizenship Award

Lee Junior High School, Chickasaw, Pennsylvania 1970 - 1973
Freshman Class Treasurer
Member Student Council

Clivedon Elementary School, Chickasaw, Pennsylvania 1964 - 1970

EXPERIENCE

Typist, The Daily Standard, 409 Main Street, Chickasaw, Pennsylvania
As a work-study student, began as errand girl and advanced
to regular typist. Responsible for preparing copy for
Editor-in-Chief.

Part-time: January 1975 - present

INSTRUCTIONS FOR PREPARING A RESUME, continued

Resume
of
JANE LYNN JONES

Page Two

COMMUNITY SERVICE, INTERESTS, HOBBIES

- Candy Striper, Community Hospital, Richmond, Pennsylvania:
1974 - present
- March of Dimes Walkathon participant: 1974, 1975, 1976
- Studied piano for eight years
- Maintain a small dressmaking business
- Design and sew my own clothes

REFERENCES

Mr. James Polk, Editor-in-Chief
The Daily Standard, 409 Main Street, Chickasaw, Pennsylvania 19062
(215) 674-7639

Mrs. Hanna McCoy, Supervisor of Volunteer Services
Community Hospital, 626 Ridge Road, Richmond, Pennsylvania 19065
(215) 682-6070

Mrs. Marilyn Robbins, English Teacher
29 West High Street, Chickasaw, Pennsylvania 19062
(215) 674-8496

LETTER OF APPLICATION - GUIDELINES

In many fields of work, writing a letter of application is the customary way to ask for a personal interview. This is particularly true in the following cases:

1. When the employer you wish to contact lives in another city or town.
2. As a cover letter when you are mailing a resume.
3. When you are answering a want ad.

The following guidelines will help you write a letter of application:

1. Write neatly, using care in sentence structure, spelling, and punctuation. (Type if possible.)
2. Use a good grade of business-size white bond paper.
3. Address your letter to a specific person, if possible. (Use city directories or other sources for information.)
4. State exactly the position you are seeking and why you are applying to the particular firm. Note how you learned of the position.
5. Be clear, brief, and business-like.
6. Enclose a resume.

Letters of application will vary considerably depending on the circumstances in which they are used.

Use a blank sheet of paper to write a LETTER OF APPLICATION to a potential employer.

SAMPLE APPLICATION FOR EMPLOYMENT

Date _____

Social Security No. _____

NAME MR. () _____ Spouse's name, if married: _____
MS. () _____

ADDRESS _____
No. and Street City State Zip

Tel. No. _____ U.S. Citizen Yes ☐ No ☐
Residence Can be reached

Height _____ Weight _____ Date of Birth _____

Single ☐ Married ☐ Separated ☐ Divorced ☐

Number of Children _____ Ages _____

What special training or skills do you have? _____

Job Desired _____ Salary Desired \$ _____

Do you have a valid Motor Vehicle Operator's License? Yes ☐ No ☐

Has your operator's license ever been suspended or revoked? Yes ☐ No ☐

Do you have automobile Liability Insurance? Yes ☐ No ☐

Limits \$ _____ and \$ _____

SAMPLE APPLICATION FOR EMPLOYMENT, continued

A detailed resume may be substituted for this page.

EDUCATION

School, City & State		Major Field	Dates Att'd. From To	Degree
Elementary				
Jr. High				
High or Voc.				
College*				
Evening				
Other (describe)				

*Official college transcripts required for professional positions.

EMPLOYMENT EXPERIENCE

List present or most recent job first. Include U.S. Military Service.

Name and Address of Employer	Started Mo. Yr.	Left Mo. Yr.	Position	Salary	Reason For Leaving

100

SAMPLE APPLICATION FOR EMPLOYMENT, continued

Referred here by: _____

BUSINESS AND PROFESSIONAL REFERENCES – Preferably previous employers (omit if included in resume)

Name _____

Address _____ Tel. No. _____

Name _____

Address _____ Tel. No. _____

Name _____

Address _____ Tel. No. _____

Name _____

Address _____ Tel. No. _____

Name _____

Address _____ Tel. No. _____

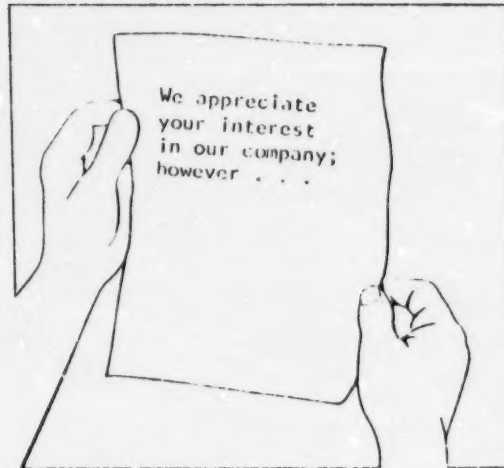
To the best of my knowledge all information on this application is true and correct. I understand that the Agency reserves the right to verify all information on this application and that any false statements, misrepresentation, or failure to disclose pertinent information may be considered sufficient cause for my dismissal if hired.

Signature of Applicant _____

Witnessed _____
(Interviewer)

Appointees must pass a physical examination.

WHY PEOPLE AREN'T HIRED



Negative factors evaluated during the employment interview and which frequently lead to rejection of the applicant, in order of frequency (as reported by 153 companies surveyed by Frank S. Endicott, Director of Placement, Northwestern University):

1. Poor personal appearance
2. Overbearing/overaggressive/conceited: "superiority complex" - "know-it-all"
3. Inability to express self clearly - poor voice, diction, grammar
4. Lack of planning for career - no purpose and goals
5. Lack of interest and enthusiasm - passive, indifferent
6. Lack of confidence and poise - nervous - ill-at-ease
7. Failure to participate in activities
8. Over-emphasis on money - interest only in best dollar offer
9. Poor scholastic record - just got by

WHY PEOPLE AREN'T HIRED, continued

10. Unwilling to start at the bottom - expects too much too soon
11. Makes excuses - evasiveness - hedges on unfavorable factors in record
12. Lack of tact
13. Lack of maturity
14. Lack of courtesy - ill-mannered
15. Condemnation of past employers
16. Lack of social understanding
17. Marked dislike for school work
18. Lack of vitality
19. Failure to look the interviewer in the eye
20. Limp, fishy handshake
21. Indecisive
22. Loafs during vacations - lakeside pleasures
23. Unhappy married life
24. Friction with parents
25. Sloppy application blank
26. Merely shopping around
27. Wants job only for a short time
28. Little sense of humor
29. Lack of knowledge of field of specialization
30. Parents make decisions for the applicant
31. No interest in company or in industry
32. Emphasis on whom the applicant knows
33. Unwillingness to go where sent
34. Cynical
35. Low moral standards
36. Lazy
37. Intolerant - strong prejudices

WHY PEOPLE AREN'T HIRED, continued

- 38. Narrow interests
- 39. Spends much time in movies
- 40. Poor handling of personal finances
- 41. No interest in community activities
- 42. Inability to take criticism
- 43. Lack of appreciation of the value of experience
- 44. Radical ideas
- 45. Late to interview without good reason
- 46. Never heard of company
- 47. Failure to express appreciation for interviewer's time
- 48. Asks no questions about the job
- 49. High-pressure type
- 50. Indefinite response to questions

QUESTIONS OFTEN ASKED DURING AN INTERVIEW

1. Why would you like to work for this company?
2. Are you looking for permanent or temporary work?
3. What job would you most like?
4. What do you want to be doing in five years? In ten years?
5. What qualifications do you have for this job?
6. What subjects in school did you like best? Least?
7. Do you prefer working alone or with others?
8. How do you spend your spare time?
9. What magazines do you read?
10. What is your main strength? Your main weakness?
11. What jobs have you had? Why did you leave?
12. What salary do you expect?
13. Do you have any debts?
14. Have you had any serious illnesses?
15. Do you smoke?
16. How do you feel about working overtime?
17. Did you attend school regularly? How many days were you out last year?
18. What grades have you gotten in your school work?
19. When can you begin work?
20. How did you become interested in this company?

EMPLOYMENT SIMULATIONS

Simulation 1

This is the first time you've ever been interviewed for a job and you're nervous. You arrived at the office an hour before your scheduled interview. You've had a chance to talk with two other applicants for the same job. They all have finished high school and are in college. You're just a junior in high school. You're not sure you have a chance now. It's time for your interview.

Role-play your behavior while someone else acts as the potential employer.

Simulation 2

You are applying for a job and are being interviewed. You feel sure you can do the job of file clerk but you lack the experience. The ad said, "Experience preferred." In a telephone conversation, the employer told you someone with no experience would be considered if they were convinced the applicant could do the job.

During an interview, convince the employer you are the right person for the job.

EMPLOYMENT SIMULATIONS, continued

Simulation 3

You are filling out an application for a job that you want very much. There are several other people applying for the job. As you begin to read the application, you panic. There are lots of words you don't know. You go on, answering as many questions as you can. When you complete the form, you notice you have left many spaces blank. One by one the other applicants turn in their forms and wait for their interviews. Finally, it is your turn. The interviewer gives you a cold stare when you walk in.

Role-play your behavior while someone acts as the interviewer.

Simulation 4

You are applying for a new and exciting job. You are required to have two recommendations from your high school teachers. You didn't get along too well with most of your teachers or with many of the students. Since high school, however, you've matured considerably. Relatives and people who have known you for years constantly comment on your improved behavior and attitude. How can you convince the high school teachers to recommend you, the class troublemaker, favorably?

Role-play a conversation requesting a letter of recommendation.